

Miami-Dade County Public Schools

# North Miami Middle School



2015-16 School Improvement Plan

## North Miami Middle School

700 NE 137TH ST, North Miami, FL 33161

<http://nmiamid.dadeschools.net/>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Middle	Yes	95%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	99%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	C*	B	C	C

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Dade County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

North Miami Middle School provides a safe and effective learning environment that promotes the educational and career opportunities for all students while meeting the needs of our multicultural community and emphasizing career exploration, workforce skills, self-esteem, self-discipline, interpersonal skills, and personal values. The faculty, staff, and students of North Miami Middle School are dedicated to excellence and achievement of our goals.

##### **Provide the school's vision statement**

North Miami Middle School provides students with a learning environment that fosters academic growth, increases awareness of values common to all cultures, and nurtures self-esteem. In an effort to improve academic achievement and promote lifelong contributions to an ever-changing global economy, the school will cultivate partnerships with local businesses and post-secondary institutions to assist our students in making appropriate choices in a confusing and tumultuous world.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Understanding that children come from different cultures and backgrounds, North Miami Middle takes pride in providing students with a sense of belonging which leads to greater values and builds self worth. Effective and cordial communication between students and teachers provides for a more conducive classroom environment and allows teachers to recognize students learning difficulties and understand the students' problems, fears or confusions.

North Miami Middle provides a rigorous curriculum and teachers continuously monitor students for academic progress and achievement, as well as the student behavior, which are influenced by quality teaching. Teachers serve as mentors for students and serves as resources that can be accessed throughout their educational career.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

North Miami Middle School provides a positive environment where students can build their social and emotional skills alongside adults who they trust. They learn to work well with others and communicate effectively, understand how to deal with challenging situations productively, and make sound and thoughtful decisions themselves. The school provides before and after school high interest activities and clubs that allows students at North Miami to gain the competencies that will serve them well as they move on through life.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

North Miami Middle is a Positive Behavior Support School (PBS). In developing an understanding of why problem behaviors occur, North Miami uses evidence-based strategies and systems aimed to increase academic performance and safety, decrease problem behavior, and establish a positive



school culture. PBS is implemented school-wide, in specific settings, within classrooms, and with individual students. Expectations for student behavior are posted throughout the site and reiterated daily via announcements. Protocols for disciplinary incidents are established and shared with parents, faculty and students at scheduled orientations, parent meetings, workshops, and special events. A PBS team is established at the site to ensure consistency and fairness. North Miami Middle relies on a strong collaboration between families and professionals to ensure the success of the PBS plan.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

North Miami Middle is a healthy and successful school with a culture that supports the conditions for learning. Teachers believe that all students can learn, that they are equipped to teach students, and that they are collectively accountable for students success. Students benefit from caring connections with adults and positive connections with pro-social peers. Ensuring safety, creating caring connections, maintaining high expectations, and teaching social and emotional skills is the goal of the staff at North Miami Middle. A network of administrators, teachers, special education professionals, and counselors continually share information about students in an effort to meet their individual needs. Resources are provided to families and mentoring relationships are established so that students can feel a greater level of trust and be more willing to accept extra academic and social support.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

North Miami Middle has established an EWS team that convenes bi-weekly to review data, create plans of action for identifies students and monitor and modify existing plans. A student assistance profile list is generated at the beginning of the school year to identify students with an attendance rate below 90 percent, have one or more suspensions, failed an ELA or Mathematics course, scored Level 1 on state administered assessments, and have been retained at least once during their educational career.

**Provide the following data related to the school's early warning system**

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	42	51	81	174
One or more suspensions	4	3	4	11
Course failure in ELA or Math	43	13	37	93
Level 1 on statewide assessment	13	231	214	458

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	15	162	151	328

### **Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

North Miami Middle has established an EWS team that convenes bi-weekly to review data, create plans of action for identifies students and monitor and modify existing plans. Intervention are tiered; School-wide, targeted, and Intensive. Tier 1-School-wide Interventions are implemented strategies used for all students. These include but are not limited to; requiring responses for every absence, teach, model and expect good behavior, and utilizing researched-based instructional programs. Tier 2-Targeted Interventions are strategies used for 15 to 20 percent of students, Examples of these strategies include attendance team meeting, assigning mentors, extra help courses in the form of electives, and targeted beyond school hour learning opportunities. Tier 3- Intensive Intervention are used for 5 to 10 percent of students. Strategies include; one-on-one attention and problem solving, individual tutoring, behavior contract and appropriate referrals to social service or community agencies.

### **Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

### **Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

#### **Will the school use its PIP to satisfy this question?**

Yes

#### ***PIP Link***

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/188192>.

#### ***Description***

A PIP has been uploaded for this school or district - see the link above.

### **Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

North Miami Middle has established local partnership in an effort to build resources that will enhance student success. In an effort to sustain these partnerships and create positive relationships, the Principal is a voting member on the City of North Miami Educational Committee. Monthly meetings are held with city leaders and business owners to establish effective communication and to keep all parties a breasted of critical needs and concerns. Community and business leaders are in attendance at monthly EESAC meetings and provide valuable information and input that support the schools improvement plan.

### **Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

#### **School Leadership Team**

##### **Membership:**

Name	Title
Lacouty, Patrick	Principal
Marcelo, Ronald	Assistant Principal
Antoine, Diana	Instructional Coach
Collins, Mechele	Instructional Coach
Robinson, Edward	Assistant Principal
Mullins, Tiffany	Teacher, K-12
Allen, Sheldon	Teacher, K-12

## Duties

### ***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Principal: Patrick Lacouty- The principal provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl Implementation, and communicates with parents regarding school-based Rtl plans and activities.

General Education Teachers: Joshua Ho/ Tiffany Mullins/ Fabiola Jean-Pierre/Gerald Darby/ DeAnthony Friday-Select General Education Teachers provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to Implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Special Education Department Chair: Dolores Vega-Special Education Department Chair participates in student data collection, integrate core instructional activities/materials into Tier 3 Instruction and collaborate with general education teachers through such activities as inclusion.

Instructional Coach(es) Reading/Math/Science: LaShuane Dauphin(coach)/ Diana

Antoine(coach)/Mechele Collins(coach)/Sheldon Allen (science dept. chair) for Reading, Mathematics and Science respectively develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that lead to early intervening services for children to be considered "at risk;" assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development, and provide support for assessment and implementation monitoring.

School Psychologist: The School Psychologist participates in collection, interpretation, and analysis of data, facilitates development of Intervention Plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; and facilitates data-based decision making activities.

The Data/Test Chairperson: Jose Fernandez-develops or brokers technology necessary to manage and display data; provides technical support to teachers and staff regarding data management and display.

### ***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The MTSS Leadership meets regularly to review data and link instructional decisions, review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk, or at high risk for not meeting benchmarks. The team identifies professional development and resources. The team also collaborates regularly to problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team also facilitates the process of building consensus, improving infrastructure, and making decisions about implementation.

#### Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are met. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; they also identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

#### Title I, Part D

The District receives funds to support Educational Alternative outreach programs. Services are coordinated with district Dropout Prevention programs.

#### Title II

The District uses supplemental funds for improving basic education as follows:

- Professional Development for add-on endorsement programs, such as Reading, Gifted, ESOL
- Professional Development and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

#### Title III

Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners.

#### Title VI, Part B - NA

#### Title X- Homeless

The District's Homeless Assistance Program provides resources (clothing, school supplies, and social services referrals) for students identified as homeless through our Guidance Counselors.

#### Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of the Florida Education Finance Program (FEFP) allocation.

#### Violence Prevention Programs

The school offers a non-violence and anti-drug program (Drug Free Youth in Town (DFYIT) to students. This program incorporates field trips, community service, drug tests, and counseling.

#### Nutrition Programs

1)North Miami Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2)Nutrition education, as per state statute, is taught through physical education.

3)The School Food Service program, school breakfast, school lunch, and after care snacks follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study, students at North Miami Middle School will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Readiness for postsecondary education will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Job Training

N/A

Other

North Miami Middle School involves parents in the planning and implementation of the Title I Program and extends an open invitation to the school's parent resource center in order to inform parents of available programs and their rights under No Child Left Behind. Monthly parent meetings and trainings are held to address school-wide and community issues and concerns. North Miami Middle School attempts to increase parental engagement/involvement through developing (with ongoing parental input) a Title I School-Parent Compact (for each student) and a Title I Parental Involvement policy. In addition, the school holds a Title I Orientation meeting (Open House); and conducts other activities to meet parents' needs.

North Miami Middle School conducts informal parent surveys to determine the specific needs of our parents, and schedules workshops, Parent Academy Courses, etc., with flexible times to accommodate parents' schedules as part of the goal to empower parents and build their capacity for involvement.

The Community Involvement Specialist (CIS) completes the Title I administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submits them to Title 1 Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Confidential as needed services are provided to any students in the school in homeless situations, or experiencing other confidential circumstances that may require support and intervention, as applicable.

Additional academic and support services are provided to students and families of the Migrant population as applicable.

School-improvement Grant Fund/School Improvement Grant Initiative

The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative. The school will use all available resources to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as Differentiated Instruction/Intervention, classroom libraries, Project CRISS strategies, and computer-based learning programs. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability is based on need.

## School Advisory Council (SAC)

### Membership:

Name	Stakeholder Group
Patrick Lacouty	Principal
Berline Mazard	Parent
Chantil Brantley	Teacher
Christyn Alexander	Education Support Employee
Enrique Balyora	Teacher
Gerald Darby	Teacher
Josette Peat	Business/Community
Joshua Ho	Teacher
Josie Gulliksen	Business/Community
Lashuane Dauphin	Teacher
Lucie Lucas	Parent
Marie St. Hilare	Education Support Employee
Mirva Nelson	Education Support Employee
Jose Fernandez	Teacher
Steven Gould	Teacher
Garry Antenord	Parent
Jennifer Romelus	Parent
Karla Valle	Parent
Younise Jean	Student
Stephaney Gabot	Student
Tyler Valle	Student
	Student

### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

ESSAC assist in the development the School Improvement Plan. The EESAC give the final approval of the School Improvement Plan, the Mid-Year Review, and the End-of-Year Review. In addition, the EESAC receives regular reports on the implementation of the School Improvement Plan, including the progress related to implementation of the strategies and the results of benchmark and district/state assessments.

*Development of this school improvement plan*

EESAC reviews data for each academic section for the different assessments that are taken throughout the year (Baseline assessment, Interim Assessments, Florida Standards Assessments and End of Course Exams).

*Preparation of the school's annual budget and plan*

The EESAC advise the principal in the development of the school's budget. In order to accomplish this, the EESAC receives budget training provided by the school's principal or designee.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

There will be \$2999 allocated to the Office of the Principal, \$900 was allocated to each grade level teams for incentives and field trips, \$300 was allocated for PBS incentives, \$350 for Accelerated Reader program incentives, and \$469 for Band program.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)****Membership:**

Name	Title
Lacouty, Patrick	Principal
Antoine, Diana	Instructional Coach
Collins, Mechele	Instructional Coach
Brantley, Chantil	Teacher, K-12
Marcelo, Ronald	Assistant Principal
Mullins, Tiffany	Teacher, K-12
Robinson, Edward	Assistant Principal

**Duties****Describe how the LLT promotes literacy within the school**

Increase Literacy awareness school-wide  
 Continue to implement the school-wide Literacy Plan  
 Provide Professional Development to teachers  
 Develop school-wide literacy activities  
 Disaggregate data  
 Assist in monitoring the utilization of the Florida Continuous Improvement Model

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

North Miami Middle provides collaborative planning through core subject areas. Teachers plan lessons, share best practices and establish a professional relationship that is positive and yield successful student achievement.

A culture is established that allows teachers to freely express their thoughts on work-related issues in a professional manner. In team meetings or one-on-one sessions, teachers voice their opinions about a school improvement initiatives and express their ideas.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

North Miami Middle School partners with Teach For America which is an organization that rigorously recruits, screens and places their candidates in urban schools. The North Miami Middle School Administrative Team also works closely with the MDCPS' Certification department in both instructional and non instructional departments.

As for retention of teachers, the teacher leaders are offered leadership positions (where applicable) and extra opportunities to increase their income through extended learning programs. In addition, all classrooms are furnished with state of the the art technology and teachers are given instructional support from their instructional coaches.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Over the years, North Miami Middle School has provided a teacher mentoring program for beginning and new teachers to the building. Beginning teachers first participate in the district sponsored New Teacher Orientation. North Miami Middle School is committed to helping each teacher become successful by providing beginning and new teachers with a buddy teacher in their discipline to form a Professional Growth Team. These teams meet once bi-weekly and the new teachers and their highly qualified in-field veteran teacher buddies will review curriculum, instructional methods, and behavior management issues. An administrator also meets with the beginning teachers bi-weekly to offer support and assistance with classroom management and procedures. The Instructional Coaches provide supplemental material and media to enhance student achievement and formally or informally present strategies and model instructional delivery for new teachers on a weekly basis. Quality professional development workshops are utilized to introduce beginning teachers to research-based instructional strategies.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

##### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

In an effort to move students to proficiency on the Florida State Standards, North Miami Middle has implemented adjustments to the instructional strategies utilized and to instructional programs implemented in order to ensure that classroom tasks and assignments are aligned with state standards. Training and professional development related to the standards is ongoing to provide instructors with the knowledge needed to deliver explicit instruction on the content that is assessed by the state. North Miami utilize researched- based programs, District's pacing guide and subject related item specifications as resources for teachers to refer to for instruction.

#### **Instructional Strategies**

##### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

North Miami Middle uses data from formal and informal assessments to deliver and differentiate instruction. Data is used to identify students who are at risk for difficulties with certain subjects, such as mathematics or reading, and provide intense instruction. North Miami employs efficient progress monitoring measures to that track the progress of students receiving intervention services towards critical academic outcomes. State and District Interim Assessments are used to evaluate learning and determine adjustments that can be made to instruction to enhance student understanding.



**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** After School Program

**Minutes added to school year:** 60

Students identified on the 2013 Florida Comprehensive Assessment Test (FCAT) as performing on Levels 1 and 2 will participate in an after school tutorial program focusing on math, reading, science and/or writing. These programs will provide intensive and supplemental instruction utilizing direct instruction. In addition, vocabulary skills will be emphasized through the use of word walls throughout the school. Differentiated instruction and small group instruction are used to ensure that students are receiving individualized data-driven instruction to improve on their identified deficiencies. ELL students have Home Language Assistant Program tutors available to provide supplement assistance in content area courses where their language acquisition skills are obstacles in their learning. Additionally, students will have the opportunity to participate in after school tutoring through Title III funding in the areas of Reading and Mathematics.

### **Strategy Rationale**

Students achieving Level 1 and 2 are not proficient learners. The aforementioned strategies will allow extended learning time and individualized instruction needed to support the academic success of the identified students.

### **Strategy Purpose(s)**

- Core Academic Instruction

### **Person(s) responsible for monitoring implementation of the strategy**

Antoine, Diana, [dantoine@dadeschools.net](mailto:dantoine@dadeschools.net)

### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

The extended learning opportunities are monitored and analyzed by data disaggregation through the ongoing progress monitoring assessments (e.g. interim assessments, program pre- and post-tests). In addition, the students that participate in these beyond school learning opportunities will be tracked and monitored for growth throughout the school year.

**Strategy: After School Program**

**Minutes added to school year: 60**

Students identified on the Florida Comprehensive Assessment Test (FCAT) as performing on Levels 3 through 5 will participate in an after school tutorial program focusing on math, reading, science and/or writing. These programs will provide enriching supplemental instruction utilizing direct instruction. In addition, vocabulary skills will be emphasized through the use of word walls throughout the school. Differentiated instruction and small group instruction are used to ensure that students are receiving individualized data-driven instruction to improve on their identified deficiencies.

**Strategy Rationale**

Students achieving Levels 3-5 are proficient learners. In an effort to increase students achievement levels and/or improve learning gains, the aforementioned strategy will be implemented.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

The extended learning opportunities are monitored and analyzed by data disaggregation through the ongoing progress monitoring assessments (e.g. interim assessments, program pre and post tests).

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Through vertical alignment with local high schools and feeder pattern elementary schools, North Miami Middle established course offerings and ongoing support to students as they enter the Middle school setting as well as High School. By promoting Career Pathways and Programs of Study, students at North Miami Middle School will complete academy programs and have a better understanding and appreciation of the post-secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Readiness for post-secondary education will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

**G1.** To increase student achievement by improving core instruction in all content areas.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. To increase student achievement by improving core instruction in all content areas. 1a**

G070796

**Targets Supported 1b**

Indicator	Annual Target
AMO Math - All Students	
AMO Math - SWD	
AMO Reading - All Students	
AMO Reading - African American	
FAA Mathematics Achievement	100.0
AMO Reading - Hispanic	
Algebra I EOC Pass Rate	96.0
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	
CELLA Listening/Speaking Proficiency	100.0
CELLA Reading Proficiency	34.0
FCAT 2.0 Science Proficiency	56.0

**Resources Available to Support the Goal 2**

- Math Coach, Curriculum Support Specialist, Textbook, Pacing Guides, Item Specifications, computers in the classrooms, Math manipulatives, Common Planning Time, Reflex, iReady, Algebra Nation, Edgenuity, Gizmos, Discovery Education, NBCLearn, Learnzillion, Cpalms, Illustrative Mathematics, creating PLC, Teacher leaders within the building, and Professional Development Department

**Targeted Barriers to Achieving the Goal 3**

- Literacy - Limited evidence of opportunities for student accountable talk and discourse.
- Mathematics - Lack of understanding of grade-level content and standards
- Science - Limited evidence of standard based instruction
- Social Science - Limited evidence of opportunities for student accountable talk and discourse

**Plan to Monitor Progress Toward G1. 8**

Data from formal/informal assessments.

**Person Responsible**

Patrick Lacouty

**Schedule**

Monthly, from 10/3/2014 to 6/4/2015

**Evidence of Completion**

Student data

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** To increase student achievement by improving core instruction in all content areas. **1**

 G070796

**G1.B3** Literacy - Limited evidence of opportunities for student accountable talk and discourse. **2**

 B184498

**G1.B3.S1** Teachers will improve their understanding of how to develop lessons that are rich in opportunities for student accountable talk with multiple points to check for understanding. **4**

 S196016

### Strategy Rationale

Through the Instructional Review process this barrier was selected for the Literacy Department.

### Action Step 1 **5**

The Action Plan will be introduced to all teachers during a faculty meeting

#### Person Responsible

Patrick Lacouty

#### Schedule

On 9/14/2015

#### Evidence of Completion

Agenda and Sign-In Sheet

## Action Step 2 5

The strategy will be introduced to the Literacy Department through common planning.

### **Person Responsible**

Lashaune Dauphin

### **Schedule**

On 9/15/2015

### **Evidence of Completion**

Sign-in sheet and Agenda

## Action Step 3 5

The literacy teachers will implement the strategies learned in the professional development sessions during planning and instruction.

### **Person Responsible**

Lashaune Dauphin

### **Schedule**

Daily, from 9/11/2015 to 1/22/2016

### **Evidence of Completion**

Sign-in sheet and Agenda

## Action Step 4 5

We will identify teachers in need of additional support and provide complete coaching cycles.

### **Person Responsible**

Lashaune Dauphin

### **Schedule**

Every 3 Weeks, from 9/11/2015 to 1/22/2016

### **Evidence of Completion**

Administrative walkthrough logs and coaching logs

### Action Step 5 5

The administrative team will monitor all of the action steps.

**Person Responsible**

Patrick Lacouty

**Schedule**

Biweekly, from 9/11/2015 to 1/22/2016

***Evidence of Completion***

Administrative walkthrough logs and leadership meeting agenda/minutes

### Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

The administrative team will monitor all of the action steps through focused walkthroughs.

**Person Responsible**

Patrick Lacouty

**Schedule**

Biweekly, from 9/11/2015 to 1/22/2016

***Evidence of Completion***

The administrative team will compare notes from the administrative walkthrough logs and agenda/minutes from leadership team meetings

### Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

The administration will conduct focused walkthroughs to review teacher lesson plans for evidence of opportunities for students to engage in discourse and student accountable talk.

**Person Responsible**

Patrick Lacouty

**Schedule**


Biweekly, from 9/11/2015 to 1/22/2016

***Evidence of Completion***


Administrative walkthrough logs and agenda/minutes of Administrator meetings



**G1.B5 Mathematics - Lack of understanding of grade-level content and standards** 2

 B184500

**G1.B5.S1** The teachers will use Item Specifications and the Mathematics Florida Standards to produce effective lesson plans 4

 S196017

**Strategy Rationale**

Through the Instructional review process this strategy was selected for the Mathematics Department.

**Action Step 1** 5

The Action Plan will be introduced to all teachers during a faculty meeting.

**Person Responsible**

Patrick Lacouty

**Schedule**

On 9/14/2015

***Evidence of Completion***

Copies of the Action Plan, Sign-in Sheet

**Action Step 2** 5

Provide professional development sessions on unpacking the standards during Common Planning.

**Person Responsible**

Mechele Collins

**Schedule**

Biweekly, from 9/25/2015 to 9/25/2015

***Evidence of Completion***

Sign-in sheet, Agenda, "Unpacking the Standards" Handout

### Action Step 3 5

The Math Coach will model Inquiry Labs during Common planning sessions to improve the teachers' content knowledge.

**Person Responsible**

Mechele Collins

**Schedule**

Every 3 Weeks, from 10/2/2015 to 10/2/2015

***Evidence of Completion***

### Action Step 4 5

The teachers will implement the strategies learned in the professional development sessions during planning and instruction.

**Person Responsible**

Mechele Collins

**Schedule**

Daily, from 9/11/2015 to 1/22/2016

***Evidence of Completion***

Administrator's Walkthrough Notes, Coach's Logs

### Action Step 5 5

As follow-up support, provide coaching cycles to identified teachers as needed.

**Person Responsible**

Mechele Collins

**Schedule**

Every 3 Weeks, from 9/11/2015 to 1/22/2016

***Evidence of Completion***

Coaching support documents

### Action Step 6 5

The administrative team will monitor all of the action steps.

**Person Responsible**

Patrick Lacouty

**Schedule**

Biweekly, from 9/11/2015 to 1/22/2016

***Evidence of Completion***

Administrative walkthrough logs and notes

### Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

The administrative team will monitor all of the action steps.

**Person Responsible**

Patrick Lacouty

**Schedule**

Biweekly, from 9/11/2015 to 1/22/2016

***Evidence of Completion***

The administrative team will compare notes from the administrative walkthrough logs and agenda/minutes from leadership team meetings

### Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

The administration will conduct focused walkthroughs to review teacher lesson plans for evidence of use of the FSA Item Specifications and unwrapping of content standards.

**Person Responsible**

Patrick Lacouty


**Schedule**

Biweekly, from 9/11/2015 to 1/22/2016


***Evidence of Completion***

Administrative walkthrough logs and agenda/minutes of Administrator meetings

**G1.B14 Science - Limited evidence of standard based instruction** 2

 B184509

**G1.B14.S1** The teachers will use FCAT 2.0 test item Specifications and the Next Generation Sunshine State Standards to unwrap the standards and produce effective lesson plans. 4

 S196018

**Strategy Rationale**

Through the Instructional Review process the strategy was selected for the Sciecn Department.

**Action Step 1** 5

The Action plan will be introduced to all teachers during a faculty meeting.

**Person Responsible**

Patrick Lacouty

**Schedule**

On 9/14/2015

***Evidence of Completion***

Sign in sheet and Agenda

**Action Step 2** 5

Provide professional development sessions on unpacking the standards during Common Planning.

**Person Responsible**

Sheldon Allen

**Schedule**

Monthly, from 9/11/2015 to 1/22/2016

***Evidence of Completion***

Sign-in sheet, "Unpacking the Standards" Handout

### Action Step 3 5

The Science Department Chair will model standard based instruction during Common planning sessions to improve the teachers' instructional delivery.

**Person Responsible**

Sheldon Allen

**Schedule**

Monthly, from 9/11/2015 to 1/22/2016

***Evidence of Completion***

### Action Step 4 5

The teachers will implement the strategies learned in the professional development sessions during planning and instruction.

**Person Responsible**

Sheldon Allen

**Schedule**

Daily, from 9/11/2015 to 1/22/2016

***Evidence of Completion***

Model lesson plans

### Action Step 5 5

Teachers will participate in model classroom observation as needed.

**Person Responsible**

Sheldon Allen

**Schedule**

Monthly, from 9/11/2015 to 1/22/2016

***Evidence of Completion***

Observation schedule

**Action Step 6** 5

Monitor implementation of strategies for consistency and fidelity.

**Person Responsible**

Patrick Lacouty

**Schedule**

Biweekly, from 9/11/2015 to 1/22/2016

***Evidence of Completion***

Administrative Walkthrough logs

**Plan to Monitor Fidelity of Implementation of G1.B14.S1** 6

Monitor implementation of strategies for consistency and fidelity.

**Person Responsible**

Patrick Lacouty

**Schedule**

***Evidence of Completion***

The administrative team will compare notes from the administrative walkthrough logs and agenda/minutes from leadership team meetings

**Plan to Monitor Effectiveness of Implementation of G1.B14.S1** 7

The administration will conduct focused walkthroughs to review teacher lesson plans for evidence of use of the FCAT 2.0 Item Specifications and unwrapping standards.

**Person Responsible**

Patrick Lacouty

**Schedule**

Biweekly, from 9/11/2015 to 1/22/2016

***Evidence of Completion***

Administrative walkthrough logs and agenda/minutes of Administrator meetings

**G1.B16 Social Science - Limited evidence of opportunities for student accountable talk and discourse** 2

B184511

**G1.B16.S1** Teachers will improve their understanding of how to develop lessons that are rich in opportunities for student accountable talk with multiple points to check for understanding. 4

S196019

**Strategy Rationale**

Through the Instructional Review process the strategy was selected for the Social Science Department.

**Action Step 1** 5

The Action Plan will be introduced to all teachers during a faculty meeting

**Person Responsible**

Patrick Lacouty

**Schedule**

On 9/14/2015

**Evidence of Completion**

Agenda and Sign-in sheet

**Action Step 2** 5

The strategy will be introduced to the Social Studies Department through common planning.

**Person Responsible**

Diana Antoine

**Schedule**

On 9/15/2015

**Evidence of Completion**

Sign-in sheet and Agenda

### Action Step 3 5

The teachers will implement the strategies learned in the professional development sessions during planning and instruction.

**Person Responsible**

Diana Antoine

**Schedule**

Daily, from 9/11/2015 to 1/22/2016

***Evidence of Completion***

Sign-in sheet, Agenda, and Lesson Plans

### Action Step 4 5

We will identify teachers in need of additional support and provide complete coaching cycles.

**Person Responsible**

Diana Antoine

**Schedule**

Every 3 Weeks, from 9/11/2015 to 1/22/2016

***Evidence of Completion***

Administrator's Walkthrough Notes, Coach's Logs

### Action Step 5 5

The administrative team will monitor all of the action steps.

**Person Responsible**

Patrick Lacouty

**Schedule**

Biweekly, from 9/11/2015 to 1/22/2016

***Evidence of Completion***

Administrators walkthrough logs



**Plan to Monitor Fidelity of Implementation of G1.B16.S1 6**

The administrative team will monitor all of the action steps.

**Person Responsible**

Patrick Lacouty

**Schedule**

Biweekly, from 9/11/2015 to 1/22/2016

**Evidence of Completion**

The administrative team will compare notes from the administrative walkthrough logs and agenda/minutes from leadership team meetings

**Plan to Monitor Effectiveness of Implementation of G1.B16.S1 7**

The administration will conduct focused walkthroughs to review teacher lesson plans for evidence of opportunities for students to engage in discourse and student accountable talk.

**Person Responsible**

Patrick Lacouty

**Schedule**

Biweekly, from 9/11/2015 to 1/22/2016

**Evidence of Completion**

Administrative walkthrough logs and agenda/minutes of Administrator meetings

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.A1	The Action Plan will be introduced to all teachers during a faculty meeting	Lacouty, Patrick	9/14/2015	Agenda and Sign-In Sheet	9/14/2015 one-time
G1.B5.S1.A1	The Action Plan will be introduced to all teachers during a faculty meeting.	Lacouty, Patrick	9/14/2015	Copies of the Action Plan, Sign-in Sheet	9/14/2015 one-time
G1.B14.S1.A1	The Action plan will be introduced to all teachers during a faculty meeting.	Lacouty, Patrick	9/14/2015	Sign in sheet and Agenda	9/14/2015 one-time
G1.B16.S1.A1	The Action Plan will be introduced to all teachers during a faculty meeting	Lacouty, Patrick	9/14/2015	Agenda and Sign-in sheet	9/14/2015 one-time
G1.B3.S1.A2	The strategy will be introduced to the Literacy Department through common planning.	Dauphin, Lashaune	9/15/2015	Sign-in sheet and Agenda	9/15/2015 one-time
G1.B5.S1.A2	Provide professional development sessions on unpacking the standards during Common Planning.	Collins, Mechele	9/25/2015	Sign-in sheet, Agenda, "Unpacking the Standards" Handout	9/25/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B14.S1.A2	Provide professional development sessions on unpacking the standards during Common Planning.	Allen, Sheldon	9/11/2015	Sign-in sheet, "Unpacking the Standards" Handout	1/22/2016 monthly
G1.B16.S1.A2	The strategy will be introduced to the Social Studies Department through common planning.	Antoine, Diana	9/15/2015	Sign-in sheet and Agenda	9/15/2015 one-time
G1.B3.S1.A3	The literacy teachers will implement the strategies learned in the professional development sessions during planning and instruction.	Dauphin, Lashaune	9/11/2015	Sign-in sheet and Agenda	1/22/2016 daily
G1.B5.S1.A3	The Math Coach will model Inquiry Labs during Common planning sessions to improve the teachers' content knowledge.	Collins, Mechele	10/2/2015		10/2/2015 every-3-weeks
G1.B14.S1.A3	The Science Department Chair will model standard based instruction during Common planning sessions to improve the teachers' instructional delivery.	Allen, Sheldon	9/11/2015		1/22/2016 monthly
G1.B16.S1.A3	The teachers will implement the strategies learned in the professional development sessions during planning and instruction.	Antoine, Diana	9/11/2015	Sign-in sheet, Agenda, and Lesson Plans	1/22/2016 daily
G1.B3.S1.A4	We will identify teachers in need of additional support and provide complete coaching cycles.	Dauphin, Lashaune	9/11/2015	Administrative walkthrough logs and coaching logs	1/22/2016 every-3-weeks
G1.B5.S1.A4	The teachers will implement the strategies learned in the professional development sessions during planning and instruction.	Collins, Mechele	9/11/2015	Administrator's Walkthrough Notes, Coach's Logs	1/22/2016 daily
G1.B14.S1.A4	The teachers will implement the strategies learned in the professional development sessions during planning and instruction.	Allen, Sheldon	9/11/2015	Model lesson plans	1/22/2016 daily
G1.B16.S1.A4	We will identify teachers in need of additional support and provide complete coaching cycles.	Antoine, Diana	9/11/2015	Administrator's Walkthrough Notes, Coach's Logs	1/22/2016 every-3-weeks
G1.B3.S1.A5	The administrative team will monitor all of the action steps.	Lacouty, Patrick	9/11/2015	Administrative walkthrough logs and leadership meeting agenda/minutes	1/22/2016 biweekly
G1.B5.S1.A5	As follow-up support, provide coaching cycles to identified teachers as needed.	Collins, Mechele	9/11/2015	Coaching support documents	1/22/2016 every-3-weeks
G1.B14.S1.A5	Teachers will participate in model classroom observation as needed.	Allen, Sheldon	9/11/2015	Observation schedule	1/22/2016 monthly
G1.B16.S1.A5	The administrative team will monitor all of the action steps.	Lacouty, Patrick	9/11/2015	Administrators walkthrough logs	1/22/2016 biweekly
G1.B5.S1.A6	The administrative team will monitor all of the action steps.	Lacouty, Patrick	9/11/2015	Administrative walkthrough logs and notes	1/22/2016 biweekly
G1.B14.S1.A6	Monitor implementation of strategies for consistency and fidelity.	Lacouty, Patrick	9/11/2015	Administrative Walkthrough logs	1/22/2016 biweekly
G1.MA1	Data from formal/informal assessments.	Lacouty, Patrick	10/3/2014	Student data	6/4/2015 monthly
G1.B3.S1.MA1	The administration will conduct focused walkthroughs to review teacher lesson plans for evidence of opportunities for students to engage in discourse and student accountable talk.	Lacouty, Patrick	9/11/2015	Administrative walkthrough logs and agenda/minutes of Administrator meetings	1/22/2016 biweekly
G1.B3.S1.MA1	The administrative team will monitor all of the action steps through focused walkthroughs.	Lacouty, Patrick	9/11/2015	The administrative team will compare notes from the administrative	1/22/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				walkthrough logs and agenda/minutes from leadership team meetings	
G1.B5.S1.MA1	The administration will conduct focused walkthroughs to review teacher lesson plans for evidence of use of the FSA Item Specifications and unwrapping of content standards.	Lacouty, Patrick	9/11/2015	Administrative walkthrough logs and agenda/minutes of Administrator meetings	1/22/2016 biweekly
G1.B5.S1.MA1	The administrative team will monitor all of the action steps.	Lacouty, Patrick	9/11/2015	The administrative team will compare notes from the administrative walkthrough logs and agenda/minutes from leadership team meetings	1/22/2016 biweekly
G1.B14.S1.MA1	The administration will conduct focused walkthroughs to review teacher lesson plans for evidence of use of the FCAT 2.0 Item Specifications and unwrapping standards.	Lacouty, Patrick	9/11/2015	Administrative walkthrough logs and agenda/minutes of Administrator meetings	1/22/2016 biweekly
G1.B14.S1.MA1	Monitor implementation of strategies for consistency and fidelity.	Lacouty, Patrick	1/22/2016	The administrative team will compare notes from the administrative walkthrough logs and agenda/minutes from leadership team meetings	biweekly
G1.B16.S1.MA1	The administration will conduct focused walkthroughs to review teacher lesson plans for evidence of opportunities for students to engage in discourse and student accountable talk.	Lacouty, Patrick	9/11/2015	Administrative walkthrough logs and agenda/minutes of Administrator meetings	1/22/2016 biweekly
G1.B16.S1.MA1	The administrative team will monitor all of the action steps.	Lacouty, Patrick	9/11/2015	The administrative team will compare notes from the administrative walkthrough logs and agenda/minutes from leadership team meetings	1/22/2016 biweekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

**G1.** To increase student achievement by improving core instruction in all content areas.

**G1.B3** Literacy - Limited evidence of opportunities for student accountable talk and discourse.

**G1.B3.S1** Teachers will improve their understanding of how to develop lessons that are rich in opportunities for student accountable talk with multiple points to check for understanding.

### PD Opportunity 1

The literacy teachers will implement the strategies learned in the professional development sessions during planning and instruction.

#### Facilitator

Diana Antoine

#### Participants

English Language Arts Teachers

#### Schedule

Daily, from 9/11/2015 to 1/22/2016

**G1.B5** Mathematics - Lack of understanding of grade-level content and standards

**G1.B5.S1** The teachers will use Item Specifications and the Mathematics Florida Standards to produce effective lesson plans

### PD Opportunity 1

The Math Coach will model Inquiry Labs during Common planning sessions to improve the teachers' content knowledge.

#### Facilitator

Mechele Collins

#### Participants

Mathematics Teachers

#### Schedule

Every 3 Weeks, from 10/2/2015 to 10/2/2015

**G1.B14 Science - Limited evidence of standard based instruction**

**G1.B14.S1** The teachers will use FCAT 2.0 test item Specifications and the Next Generation Sunshine State Standards to unwrap the standards and produce effective lesson plans.

**PD Opportunity 1**

Provide professional development sessions on unpacking the standards during Common Planning.

**Facilitator**

Allen, Sheldon

**Participants**

Science Department Teachers

**Schedule**

Monthly, from 9/11/2015 to 1/22/2016

**PD Opportunity 2**

The Science Department Chair will model standard based instruction during Common planning sessions to improve the teachers' instructional delivery.

**Facilitator**

Allen, Sheldon

**Participants**

Science Department Teachers

**Schedule**

Monthly, from 9/11/2015 to 1/22/2016

**G1.B16 Social Science - Limited evidence of opportunities for student accountable talk and discourse**

**G1.B16.S1** Teachers will improve their understanding of how to develop lessons that are rich in opportunities for student accountable talk with multiple points to check for understanding.

**PD Opportunity 1**

The strategy will be introduced to the Social Studies Department through common planning.

**Facilitator**

Antoine, Diana

**Participants**

Social Sciences Teachers

**Schedule**

On 9/15/2015

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

1	G1.B14.S1.A1	The Action plan will be introduced to all teachers during a faculty meeting.	\$0.00
2	G1.B14.S1.A2	Provide professional development sessions on unpacking the standards during Common Planning.	\$0.00
3	G1.B14.S1.A3	The Science Department Chair will model standard based instruction during Common planning sessions to improve the teachers' instructional delivery.	\$0.00
4	G1.B14.S1.A4	The teachers will implement the strategies learned in the professional development sessions during planning and instruction.	\$0.00
5	G1.B14.S1.A5	Teachers will participate in model classroom observation as needed.	\$0.00
6	G1.B14.S1.A6	Monitor implementation of strategies for consistency and fidelity.	\$0.00
7	G1.B16.S1.A1	The Action Plan will be introduced to all teachers during a faculty meeting	\$0.00
8	G1.B16.S1.A2	The strategy will be introduced to the Social Studies Department through common planning.	\$0.00
9	G1.B16.S1.A3	The teachers will implement the strategies learned in the professional development sessions during planning and instruction.	\$0.00
10	G1.B16.S1.A4	We will identify teachers in need of additional support and provide complete coaching cycles.	\$0.00
11	G1.B16.S1.A5	The administrative team will monitor all of the action steps.	\$0.00
12	G1.B3.S1.A1	The Action Plan will be introduced to all teachers during a faculty meeting	\$0.00
13	G1.B3.S1.A2	The strategy will be introduced to the Literacy Department through common planning.	\$0.00
14	G1.B3.S1.A3	The literacy teachers will implement the strategies learned in the professional development sessions during planning and instruction.	\$0.00
15	G1.B3.S1.A4	We will identify teachers in need of additional support and provide complete coaching cycles.	\$0.00
16	G1.B3.S1.A5	The administrative team will monitor all of the action steps.	\$0.00
17	G1.B5.S1.A1	The Action Plan will be introduced to all teachers during a faculty meeting.	\$0.00
18	G1.B5.S1.A2	Provide professional development sessions on unpacking the standards during Common Planning.	\$0.00
19	G1.B5.S1.A3	The Math Coach will model Inquiry Labs during Common planning sessions to improve the teachers' content knowledge.	\$0.00
20	G1.B5.S1.A4	The teachers will implement the strategies learned in the professional development sessions during planning and instruction.	\$0.00

### Budget Data

21	G1.B5.S1.A5	As follow-up support, provide coaching cycles to identified teachers as needed.	\$0.00
22	G1.B5.S1.A6	The administrative team will monitor all of the action steps.	\$0.00
<b>Total:</b>			<b>\$0.00</b>